

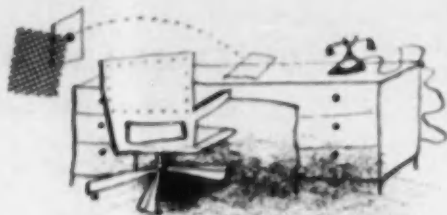
**DECEMBER 1950**

*Life goes on among Korean children  
(page 19)*

## *The American Teacher*



## PRESIDENT'S PAGE



### *Suggestions for a vocational education program*

THE 1949 convention of the AFT at Milwaukee directed the creation of a study committee in the field of vocational education. This committee, under the able leadership of Paul E. Myers, of Local 581, Indianapolis, Ind., presented to the Detroit convention an effective report.\* While the committee felt that no recommendation could be made that would fit all situations, the following suggestions were offered for use in the development of vocational education services:

1. Students of the smaller high schools, which of necessity can maintain only a limited vocational curriculum, will have to be transferred to larger and better equipped schools, when they indicate a vocational major.
2. Emphasis should be given to the development of a better functional guidance program especially built around a realistic approach to guidance by the grade school teacher and the high school home-room teacher.
3. A distinction should be made between exploratory, skilled, and non-skilled vocational subjects. Many of the poorer students must realize that their chance for additional academic training is limited and also that their chance for vocational education, as now functioning, is limited.
4. A better selection of subject material should be made in many academic subjects in order to prepare the vocational student for his advanced vocational training in lieu of the stereotyped training for college.
5. It is recommended that more emphasis be placed on academic subjects that will aid the student in vocational training.
6. It is recommended that basic fundamental skill training be given in the vocational schools and that the advanced manipulative or job-performing training be given during apprenticeship on the job. This apprentice training should be on a cooperative basis between the schools, the employers, and the unions.

7. It is recommended that an advisory committee whose membership is composed of representatives of teachers, employers, and the union be requested to assist in the development of a vocational program and to observe its operation with regard to its fulfillment.

8. The committee feels there is a definite need for the development of vocational courses that emphasize special physical skills and require very little related technical training. Each trade could be broken down into unit courses that parallel production practice. Each course could be built around the fundamental skills inherent in that particular branch of the trade.

The study made by the committee concerned itself with the administration of a vocational education program, the relation between academic and vocational teachers, curriculum content and other classroom problems, labor unions and vocational education, and management and vocational education.

The AFL has at the present time a sub-committee of its Committee on Education at work on five pilot projects in various areas of the nation to determine the content, scope, and effectiveness of vocational education and the influences of labor and management on it. The preliminary phases of the first pilot project, which is being carried on in Birmingham and Mobile, have been completed; the second phase—that of implementing the recommendations—is just getting underway.

Both the AFL program and our own program in Indianapolis are striking at the heart of many of the "bugs" in vocational education. Labor has been most friendly to vocational education, since it was largely responsible for many of the early enabling acts and since its members have served on local and state committees.

*(Continued on page 21)*

\*This report is available at the AFT office, 28 E. Jackson Blvd., Chicago 4, Ill.

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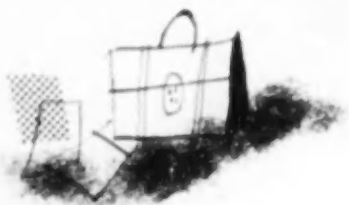
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## *Democratizing school administration*

THE lack of democracy in school administration continues to be one of the most important problems in relation to the battle for freedom on the home front. Teachers in the public schools in many parts of the United States constantly report that the school systems in which they work are diminutive dictatorships rather than laboratories of democracy. It is a sad reflection on the structure of our democratic society that, from coast to coast, the expression is heard repeatedly: "The teachers of our schools are so afraid."

Not only in the secondary schools but also at the college level a climate of fear often exists. In one of the large midwestern universities more than fifty percent of the faculty voted in a secret ballot that there should be a teachers' union to eliminate the political dictatorship in the administration, but fewer than seven faculty members had the courage to sign a charter openly to establish such a union.

### **democracy cannot be developed through fear**

It is indeed a cause for deep concern for the welfare of American democracy that so many of those who are charged with the vital task of educating the citizens of the nation live in the shadow of fear rather than in the light of freedom. Whether the administrators are more at fault for imposing authoritative controls or the teachers for submitting to undemocratic procedures, the problem is a basic one in strengthening the educational system of the nation as the foundation of our democratic society.

Studies conducted by the AFT Commission on Educational Reconstruction indicate that unpleasant working conditions resulting from

undemocratic administration constitute one of the most important causes of the crisis in education which the nation's schools have experienced during the postwar period.

One of the most undemocratic administrative practices in many school systems of the United States is that of bringing administrative pressure on teachers to join non-union organizations. Campaigns for 100% membership in such organizations are still promoted by many school superintendents. Many administrators resort to extreme methods in pressuring teachers to join non-union organizations in order to maintain the 100% membership record of their school systems. In some cases the dues of teachers who refuse to join are paid from school funds and the teachers are listed as members against their will.

### **dictatorial administrators oppose unions**

In many school systems similar pressure is brought to bear upon teachers to prevent them from joining unions which would give them the strength to bargain collectively and to defend themselves from undemocratic administrative practices. Suppression of the teachers' unions is generally an important phase of a dictatorial school administration. It is a very significant fact that Hitler, Hirohito, and Stalin used employer-controlled teachers' organizations as an important part of their dictatorships. When Hitler conquered France in World War II, one of his first steps in destroying the French democracy was the suppression of the French Teachers Union.

In many states the practice still exists of giving teachers one or two days' "vacation" from their classrooms to attend meetings of non-union organizations. In many instances teachers are practically compelled to join the non-union organizations in order to attend the convention with pay. In some states the membership card in the non-union organization is the admission card at conventions which the teachers are attending while paid as public employees. Not only is compulsory attendance at meetings of this kind highly undemocratic but recent court decisions have indicated that the practice is illegal. In industry such a procedure would clearly be an unfair labor practice. Some progress is being made in this field,



since in a number of states teachers are permitted to attend union-sponsored meetings as well as non-union meetings on their "convention holidays."

It is still a common administrative procedure to transfer to less desirable positions those teachers who raise their voices against political control in the schools. Frequently, also, teachers who refuse to follow the political program of the administration are called in individually and, if possible, pressured into resigning. As part of the pressure to persuade teachers to resign—in order to circumvent tenure laws—teachers are promised assistance in securing positions elsewhere. After the resignations are signed the teachers discover that no help is forthcoming in securing other positions.

The American Federation of Labor, realizing that undemocratic school administration threatens the very foundation of our democratic society, took a strong stand in its 1950 convention in favor of the freedom of the teacher. In its report on education the convention stated in part:

"Pressure upon classroom teachers by their superiors to join non-union organizations or pressure not to join union organizations is a highly undemocratic procedure which should be emphatically condemned in a democratic country. Freedom to join a union is the right of every

teacher in the public schools of the United States and any school administrator who arbitrarily denies that right to classroom teachers deserves dismissal for violation of the basic principles of democracy."

The AFL has urged all of its affiliated local and state organizations to assist teachers in securing democratic working conditions in their respective communities and to seek the dismissal of school officials who desecrate democracy by resorting to dictatorial practices.

In 1943 the AFL convention declared: "Hundreds of American school systems are operated as almost exact counterparts of the Fascist states of Europe. If America is to point the way to a successful and peaceful democratic society in the postwar world we must first of all 'place our own house in order' and democratize those school systems of America which operate on a totalitarian basis." In fairness to our valiant fighting men who are carrying forward the struggle for freedom on far-flung battlefronts, teachers must have the courage to organize and battle for freedom in the classroom, to the end that the public schools will serve as living laboratories of democracy. —Irvin R. Kuenzli

NOTE: For specific suggestions as to practical procedures in democratizing school administrations, write to the national office of the AFT.

## RECEIVING LABOR PRESS AWARD FOR THE AMERICAN TEACHER

In the contest sponsored by the International Labor Press of America, the AMERICAN TEACHER was awarded first place for the best special column—Layle Lane's "The Human Relations Front." Awards were presented at the AFL convention. Irvin Kuenzli (center), an AFT delegate to the convention, received the award from Matthew Woll, ILPA president (right), and Lewis Herrmann, ILPA secretary-treasurer.



*A suggestion for those BIE Days*

## ASK TO HEAR THE UNION SIDE, TOO

THE "Business-Industry-Education Day" scheme seems to be spreading, as its sponsor, the Chamber of Commerce, hoped it would. The idea is to have teachers see the business viewpoint through a whole day of visiting industries in their particular area and then, through meetings with executives, learn their problems and objectives. The labor side seems to be ignored in the planning of these days, but not all unions are permitting this one-sided presentation to pass without effort on their part to participate.

### **Labor tells its story in Danville and Toledo**

In Danville, Illinois, the cooperation of one company has enabled the union to join with management in showing the visitors a true labor-management picture. The Jacobs Company, both in 1949 and again in 1950, invited union participation in telling the story of its plant.

The teachers first toured the plant to observe the actual work in progress. They then gathered to learn how the firm operated. One of the company officials told about purchasing, accounting, personnel work, and other front office operations. Others explained production processes and outlined what the firm expects of graduates coming in from the schools to seek employment, and what the graduate can expect upon going to work.

At this point the union took over to tell its story. The union officials explained how union committees meet with management to bargain for a contract. They told how stewards work in the shop and how grievances are handled. Finally, a union speaker discussed how the international union works and assists the locals.

The Danville plan was so successful that one school administrator said he had learned more than he had dreamed there was to know about labor-management relations.

Toledo is another place in which BIE Day was made the occasion for presenting the viewpoint of both labor and management. Among the plants visited by the Toledo teachers was that of Textileather Corporation, where representatives of both labor and management told of their common interest in the growth and success of the company.

Pointing to the growth of Textileather from the time when it occupied a backyard garage and employed a handful of persons to the present great plant employing more than 1,100 men and women, the president of the company said that such growth and the creation of many jobs was made possible by stockholders putting profits back into the business.

The president of Local 224 of the Textile Workers Union of America said that with patience and confidence on both sides, labor and management had worked together at Textileather, seeking the settlement of inevitable differences on the basis of *what* is right rather than *who* is right.

### **AFL warns against propaganda in the schools**

Despite the two examples cited above, labor's side of the story is seldom presented adequately on BIE Days. It is well, therefore, to heed the warning given at the recent AFL convention in Houston, where one of the resolutions adopted by the delegates included the following:

"WHEREAS, There is grave danger to the basic principles of democracy and the welfare of organized labor . . . in the so-called industry-education publications and visits . . .

"Resolved, That the AFL call upon central labor bodies and state federations to be alerted against the use of any propaganda in our schools through material sent to the schools or visits of a pseudo-educational type."

Certainly, wherever BIE Days are held, AFL locals should insist that labor be given an equal opportunity to present its views to teachers.

# Audio-Visual Institutes for Intercultural Education

by Harold Schiff

*Education Director, Anti-Defamation League of B'nai B'rith*

SIX volunteers were selected from the parent-teachers group and the Rumor Clinic was underway. The volunteers were sent out of the room and a picture, developed by Harvard psychologist Gordon Allport, was flashed on a screen. One volunteer was called in to study the picture.

A second person entered, but was not permitted to look at the picture. At this point, the first volunteer turned his back to the screen and described what he had seen:

"The scene is the car of a subway train. There's an argument going on, probably over an empty seat, between a well-dressed Negro and a white man dressed in overalls. The white man is smaller than the Negro and he's carrying a razor. Several other people are shown seated in the train. There's an old man with a beard reading a prayer book. He's probably a rabbi. There's also a woman with a baby in her arms looking at the two men

arguing. Then there's a Chinese person asleep and a man reading a newspaper. One of the car cards in the train advertises a summer camp with the words, 'restricted clientele.' There's a clock outside the train. I think the subway is elevated but I'm not sure."

## the story changes

The second volunteer listened, then repeated his version of the story to a third and so on. By the time the fourth repeated the story, it had been altered considerably.

"A big Negro and a short white man are arguing about a seat in a subway car. The Negro is threatening the white man with a razor and there's a woman shielding her baby from the men. A rabbi and a Chinese person are also in the car but steering clear of the men who are about to start fighting."

The last volunteer told this story:

"A big Negro with a razor is fighting with a man in a subway car. A woman is shielding

*Parents, teachers, and community leaders participate in the Institutes.*



her baby from the fight. A rabbi is in the picture too."

This is fairly typical of the outcome of some of the rumor clinics, the clinic operator explained. In most demonstrations, the storytellers unconsciously shift the razor from the hand of the white man to that of the Negro. The person relaying a story makes it conform to his own background, usually becomes part-author of a new version rather than just a reporter describing the facts. And attitudes and prejudices tell their own story.

The device of the rumor clinic is but one part of the program of an Audio-Visual Institute, used by the Metropolitan Regional Office of the Anti-Defamation League of B'nai B'rith to promote better group relations. The Institutes, each attended by approximately 300 teachers, representatives of parent association groups, and communal leaders, are held in the New York area with the cooperation of the Assistant Superintendents of the Board of Education.

The Institutes have been developed to meet the need felt by educators for a change in focus

from a "child-centered" emphasis to a "group-centered" emphasis. They are planned and conducted by teachers and communal leaders in each community under the supervision of the staff of the Metropolitan Regional Office of the Anti-Defamation League. Professor H. H. Giles, in an article in the *Journal of Educational Sociology* entitled "Social Change and Schools for Democracy," discussed implementation of a human relations program in the schools. "It requires joint purpose, jointly arrived at through joint planning, through joint work and evaluation," he said.

Certainly, intercultural education has passed the exhortatory missionary stage. More and more, both the school and the community jointly utilize various workable approaches to democratic human relations. Teachers and community leaders are becoming involved in social action programs—thus closing the gap between the school and the community.

The Institutes take advantage of several techniques of audio-visual presentation. Usually they start with the showing of a film and film

*From the film strip "About People," which was presented at some of the Institutes.*



Through the slow centuries, each group grew different from the others. None of them looked like their common ancestors.

strip. The films, available from the Freedom Library of the Metropolitan Regional Office of the Anti-Defamation League, include *Make Way for Youth*, *Boundary Lines*, and *One People*. Film strips, prepared by the Anti-Defamation League, are *About People* and *None So Blind*. The audience also hears one of the famous "Lest We Forget" 15-minute recordings made by the Institute for Democratic Education. Then the Rumor Clinic is presented. Most sessions start at four and continue until eight P.M., with an intermission for a buffet supper.

In order to assure maximum participation by the audience, Institutes also make use of "Discussion 66." This method was originally developed by Dr. Donald Phillips of Michigan College:

Before a meeting starts, the audience is divided into groups of six. Immediately after the main speech or panel presentation, the chairman asks each group to discuss, for about six minutes, the problems or ideas presented by the speaker. (The size of a group and the length of discussion give the method its name.)

Each group of six appoints its own chairman, who encourages discussion by every member in his group. When a six-minute period is over, the chairman of the entire meeting asks a member of each group to report its major questions or comments to the entire audience.

This technique gains greatest group participation in the shortest possible time. It also gives an opportunity to each group to achieve a consensus through group deliberation. Through the use of the audio-visual aids and discussion techniques, both teachers and communal representatives are able to direct their discussion to specific areas in their own community.

#### participants are enthusiastic

Eight such Institutes have been conducted in the New York area to date. It is planned to organize similar Institutes in cooperation with other District Superintendents in New York City and also with school systems in Nassau, Suffolk, and Westchester counties.

Teachers and parent association groups are using these audio-visual materials and techniques for their own groups. More and more teachers are introducing these audio-visual aids in their curricula.

Here are some of the comments made by participants at one of the Institutes:

"With this large meeting, you were highly successful in obtaining the friendly, intimate atmosphere that is usually associated with very small groups."

"... The entire program is very educational, interesting, pertinent, and very well presented ... it was exciting and very revealing." The Metropolitan Regional Office of the ADL believes that through these demonstrations teachers and community groups will jointly concern themselves with specific problems in their local community. For through mutual discussion and action, a healthy, democratic society will develop—because "if a democracy is to exist for any man anywhere, it must exist for all men everywhere."

## Chairmen of AFT's Standing Committees

*Academic freedom*—Meyer Halushka, Chicago, Ill.

*Democratic human relations*—Layle Lane, New York, N.Y.

*Education by new media*—George Hamersmith, Toledo, O.

*Insurance and credit unions*—Frank X. Henke, Chicago, Ill.

*International relations*—Selma Borchardt, Washington, D.C. and Frances Comfort, Detroit, Mich.

*Pensions and retirement*—James Fitzpatrick, Milwaukee, Wis.

*Protection of teachers' rights*—Ann Maloney, Gary, Ind.

*State federations*—Robert Furry, Springfield, Ill.

*Taxation and school finance*—Arthur Elder, New York, N.Y.

*Vocational education*—Paul Myers, Indianapolis, Ind.

*Working conditions*—Bessie Slutsky, Chicago, Ill.

Chairmen have not yet been named for the committees on adult and workers' education, child care, and educational trends and policies.

# Something New in Fraternity Initiations



**O**LD-FASHIONED hazing is out of style at Wittenberg College, Ohio. Instead, fraternity pledges are put to work on various social and welfare projects. The college boys spend their Saturdays working in underprivileged areas constructing playgrounds, building and redecorating playrooms, and engaging in other clean-up projects.

*LEFT: These pledges are spending their Saturday doing a paint-up job.*

*BELOW: Clearing a patch of a playground that had been littered with rubble and weeds. Forty pledges took part in the community aid project.*

*Acme Photos*





by Harold O. Soderquist

Professor of Education, Wayne University  
Member of AFT Local 231, Detroit

# The Middle Way in Education

EDUCATION AND MORALS. By John L. Childs.  
Appleton-Century-Crofts, Inc. 1950. 299 pp.  
\$2.75.

THIS book should have been written thirty years ago. It might then have forestalled two extremist periods in American educational thinking, the era of experimentalism rampant in the twenties and the programmatic reaction in the thirties. But then no one could have foreseen thirty years ago how ready educational leaders were for that dogmatized but detached groping which wrenched its philosophic support from one isolated aspect of John Dewey's thinking. Nor could anyone have predicted the historical events which shocked many of the same leaders back toward the planned-society outlook.

## **the moral burden of education is emphasized**

But while changes in educational thinking have made the appearance of *Education and Morals* somewhat anti-climactic—for younger educators perhaps in some respects an elaboration of the obvious—for those who have lived through the hectic controversies of the last thirty years the book is momentous. For it represents a catching-up of educational philosophy with world events of the last ten years, events which have clarified and vindicated the liberal democratic way. In education this way has already won its charter in the pronouncements of the Educational Policies Commission. Now it finds its up-to-date philosophical groundwork in *Education and Morals*, a work which in its basic reasoning is in the tradition of John Dewey.

For *Education and Morals*, is, in spirit, a sequel to *Democracy and Education*. But it is written at a time when history has unveiled the real nature of the opposing moralities contending for the loyalty of mankind in this

century. Dr. Childs is, therefore, in position to speak with greater particularity than many of his predecessors. He is in position to emphasize more surely that moral burden of education which Dewey had always voiced, but which escaped the attention of his earlier educator interpreters in their infatuation with the open-endedness of his doctrine of inquiry.

Dr. Childs' book is a rationalized middle way. On the one hand his thinking represents a criticism of those whose progressivism took the form of systematic tentativism, those who subordinated an educational program to the educational process, for whom all democratic morality is summed up in the single commandment, "Thou shalt be tentative." On the other hand Dr. Childs' work may be taken also as a criticism of those other extremists who challenged teachers to plan and build a new social order, even through direct participation in a class struggle. In passing, it should be noted that Dr. Childs is today more conservative on this question that he was in the thirties when his demand that teachers take active class-sides in the social struggle represented a position criticized by John Dewey, prophetically as it turned out.

## **Dewey's doctrine was misunderstood**

It is only in relatively recent years that educators have turned back to Dewey and found that his doctrine of means was not so narrowly conceived by himself as it has been by his earlier admirers. But the experimental evangelism which found comfort in Dewey's writings has made such a deep impression upon the theoretical outlook of educators that it is common to find that many cannot be objective



JOHN L. CHILDS

in their reading of his works even today. This persistence of bias is evidenced by the writer's recent experience with a group of in-service teachers in an examination in philosophy of education. Each student in the group was furnished with a copy of Dewey's *Democracy and Education* and asked to read and interpret certain passages indicated by the instructor. In one passage Dewey criticizes a narrow mechanistic interpretation of experience. Almost in all cases, however, the examinees held that Dewey was criticizing the "idealistic" point of view. It was apparently inconceivable that he should be critical of any philosophy which takes its cue from experimental science!

#### **education is a community moral venture**

Dr. Childs has always displayed the virtue of clarity and of impatience with equivocation. His book carries forward this tradition. There can be no uncertainty about his position that education is first and foremost a community moral venture. This thought runs as a refrain through his whole discussion. No society can persist unless it has definite convictions supporting its own values and makes provision for the perpetuation of its way of life. No individual can achieve an integrated personality unless he is inducted into a social-moral tradition. *Education and Morals* could thus not possibly be used as a justification for devotion to process at the expense of attention to program in education.

On the other hand, Dr. Childs is equally clear in his insistence that American society

shall remain an open society, tolerant and encouraging to inquiry on all levels. Here indeed does the pioneering thought of John Dewey receive vindication. In this connection, it seems to this reviewer, if he is permitted to engage in some interpretive speculation, that Dr. Childs makes clear that scientific thinking in the social area does not demand that beliefs and values central to a culture shall be consciously held as tentative and hypothetical by those who are actively caught up in that culture. Rather social experimentation is identified as that democratic permissiveness which frees individuals and groups within a culture to propose and advocate new ways and new adaptations of old ways to meet a changing world. We are asked not only to let innovators live and preach; we are asked to lend an ear—except, indeed, to those who advocate destruction of the way of inquiry through destruction of democracy itself.

#### **the tentativistic outlook has failed**

It seems to this reviewer that this definition of the inquiring society escaped many early interpreters of John Dewey. They failed to see that the objectivity which is essential to experimental scientific procedure cannot be consciously assumed by a society pursuing the role of inquiry into its own values. This led the earlier Progressives in American education to misunderstand the relation of education to tradition. All values were to be held as hypotheses, constantly subject to testing and revision in a living situation. Nothing was to be accepted merely on authority. Youngsters in school were thus to learn to be experimentally-minded by experimental activity from the first. All absolutes were deprecated, except indeed the experimental imperative itself.

It is now clear why such a tentativistic outlook could not but fail when the strenuous and dangerous years came for our American way. A reaction was inevitable. As has already been intimated, the programmatic reaction was itself extreme. We are now at that mid-point in educational outlook which condemns the absolutism of the extremists at both ends. We now see that neither position implies an adequate understanding of the democratic ideal. The middle and democratic way demands that the schools take on responsibility for our moral heritage without destroying the freedom of individuals to become distinct and creative

personalities. It makes social change possible without demanding the destruction of a culture.

It is fitting at the conclusion of this review to mention the literary quality of Dr. Childs' writing. The reviewer has already paid tribute to his clarity and candor. He was further impressed by the pregnant style and epigrammatic quality of large portions of *Education and Morals*. He did miss, however, a quality which would have enhanced the readability of otherwise very well-organized writing—a touch of color and humor now and then. This would have relieved the rather heavy tread which momentous messages are apt to impose upon those who would proclaim them to the world.

As a sample of the quotability of *Education and Morals*, this review ends with Dr. Childs' own words, epitomizing better than the reviewer could, the message of the book:

Education is grounded in respect for the achievements of human beings. If man did not have regard for that which he has learned and created, he would not organize schools to communicate his culture to his young. But in a democratic society, education is also grounded in respect for each human personality. It seeks the growth, not the enslavement, of the immature members of its society. Fortunately, these two basic values are not in conflict; on the contrary, they mutually support one another. We can manifest respect for the child and contribute to his progressive liberation through the procedures of deliberate education only as we have respect for the knowledge and values that man has derived from that which he has suffered and undergone. No educational theory or method is to be trusted which opposes respect for the child to respect for human experience and knowledge (p. 16).

## EDUCATION NEWS DIGEST

**CARE reports \$1,000,000 contributions for books.** The CARE-UNESCO Book Fund celebrated its first anniversary recently by announcing it had received nearly a million dollars in contributions and pledges to provide new books and scientific equipment for educational institutions overseas. Institutions in 24 countries have benefited from contributions sent to the Book Fund at CARE headquarters, 20 Broad Street, New York City, or to local CARE offices throughout the United States, Canada, and South America.

Half of all contributions have been completely undesignated, with delivery left to CARE's discretion on the basis of greatest need. Of the volumes purchased by CARE in accordance with overseas requests, 33 percent were in the fields of pure and applied science; 20 percent medical; 15 percent, English language and literature; 12 percent, teacher training; 10 percent, health and welfare; 5 percent, nursing; 2 percent, dentistry; 3 percent, miscellaneous.

Contributions under \$10 are pooled in the general fund. Donors of \$10 or more may designate the institution, country, and category of book.

**Driver education courses in high school prove valuable.** A recent test has "conclusively proven" the practical value of high school driver education by disclosing the fact that 1100 young drivers who received this training were involved in only one-quarter as many accidents as a random sampling of 1100 teen-agers who had not studied driver education in high school.

According to the Association of Casualty and Surety Companies' accident prevention department, which has been conducting extensive research in this field, the record of the average teen-age driver is not good, but it is better than that of the 20-24 age group.

To prove "once and for all the concrete benefits of driver education courses" now being offered in over 7000 high schools throughout the country, a survey was made in Delaware among 2200 teen-age drivers, half of whom had been trained and the other half of whom had not. The results of the survey follow:

	TRAINED	UNTRAINED
ARRESTS:	5.2%	24.9%
ACCIDENTS:	5.1%	22.9%
WARNINGS:	9.2%	31%

**450 American teachers have participated in teacher exchange program.** During the 1950-51 school year, 115 British and French teachers have exchanged teaching positions with a like number of American teachers.

Oscar R. Ewing, Federal Security Administrator, said that the teacher exchange program which the Office of Education initiated five years ago has become one of the outstanding methods of promoting international good will. During the past five years 450 teachers in various countries throughout the world have participated in the exchange program with 450 American teachers. The U.S. teachers going abroad this year come from 33 different states.

Eleven of the British teachers coming to the United States this year have brought their dependents with them. Fifteen of the American teachers going abroad took wives, mothers, or children.

Operating independently of the Fulbright program, but also administered by the Office of Education, is an exchange of seven U.S. teachers from five states with an equal number of teachers from four Canadian provinces.

**Reading disability and the "flash" method.** Criticism by the teacher and parents makes a child who reads poorly lose confidence in his ability to do school work and leads to the development of various emotional problems, with psychologic blocks which further aggravate the condition.

This point is brought out in an editorial in the April 15 issue of the *Journal of the American Medical Association*, which says that an estimated 12 per cent of all children in the United States fail to learn to read as well as the average of their school class.

"It is doubtful that there is in these children any underlying organic lesion," the editorial says. "Emotional factors such as fear, anxiety, rivalry, jealousy, hostility for the parent or teacher and a feeling of inferiority undoubtedly play an important role in creating these difficulties."

Three recent articles in medical publications pointed out the belief that the new method of teaching reading, the so-called "flash" method, is an important contributory factor in the creation of these disabilities, according to the editorial.

"The flash method employs whole words on cards with pictorial representation to develop

pure visual associations," the editorial says. "The method was expanded into a phrase and later into a sentence method. The child on entering school immediately learns to read whole sentences."

Another article in a medical publication points out that, while this method produces rapid and intelligent readers, it tests to the limit the child's power of attention and concentration, the editorial says, adding:

"These authors feel that certain minor difficulties [of vision] which were of minor importance under the older methods of teaching have now become significant."

According to one author, there were three times as many cases of reading difficulties among children who had been taught by the flash method as among those who had been taught by the older phonetic method, the editorial says.

#### **Adult illiterates need special materials.**

A UNESCO pamphlet published in May 1950 reports on the Inter-American Seminar on Literacy and Adult Education held in Brazil as a joint enterprise of UNESCO, the government of Brazil, and the Organization of American States.

An analysis of the literacy situation revealed that there are about 70 million illiterates in the Americas among the population of 15 or over; 3 million of these are in North America, 21 million in Central and insular America, and 46 million in South America. Although the problem of organization of campaigns varies with each country, efforts in Mexico and Brazil give interesting evidence of success.

The importance of the work is emphasized by studies which prove that the cultural level of the adult and adolescent population influences the effectiveness of the primary school; furthermore, there is a positive correlation between the educational condition of a people and their aspiration towards new and broader horizons of life. While education is not a panacea for the ills of a people, it is a necessary part of social reorganization in the democratic spirit.

Such campaigns, however, must meet and overcome peculiar problems. It must be remembered that the person who has reached adult life without suffering too much from an inability to read must be persuaded of its value before he is willing to establish that habit. Moreover, he has little free time, and he has learned to look for compensation when he

works. If the individual is convinced that his life will be enriched, that his existence will be improved, and that there are compensations for his effort, he can be taught to read.

The materials and methods used in teaching older persons to read are, therefore, of the utmost importance. Adults, like children, learn by wholes and later make an analysis of these wholes, although the adult probably begins this analysis sooner than does a young child. Nevertheless, methods of teaching different age levels are similar.

The report includes the following statement on materials:

"The selection of reading materials for adult illiterates is more exacting and the scope is more limited than for child readers. Children have a vivid and natural curiosity about the world around them. Everything is new and exciting. By the actual experience of living, adults have,

to some extent at least, satisfied that curiosity. . . . The pattern of the adult life is a rigid one. Its motif is work—work for food, shelter, clothing."

Reading for pleasure is an acquired taste. To those who have reached adulthood without acquiring this taste, reading is not restful.

"Reading is work and work must have its immediate, easily recognized compensation. . . . Until such time (when reading becomes effortless) reading must be regarded as work by the reader, and the subject matter must give compensation. . . .

"Reading is never an end in itself. It is a tool. This tool may be used as an escape from the realities of the immediate environment, or it may be a means to meet in a better way the problems of the immediate environment. This last is the better approach for the reading novice."

## International Relations Present No Difficulties Here

In the family of Ex-Army Captain Wilfred G. Logan, East meets West, and international relations are carried on 24 hours a day, every day, without crises. Gathered around the breakfast table in their Seattle home are (left to right, background): Mrs. Logan, Sally Okada, 6, a Japanese girl, Helen Logan, 4, and Sangho Back, a Korean youth. In the foreground are: Sally's sister, Judy Okada, 2, "Butchie" Logan, 2, and Mr. Logan. The Logans believe that the conference table is not the only kind of table around which good will can be developed.

Acme Photo





SMALL CLASSES, HOME ATMOSPHERE,  
VOCATIONAL GUIDANCE, AND VARIETY OF HOBBIES  
HELP TO EQUIP STUDENTS FOR NORMAL LIVING

# How Britain Educates Her Deaf Children

by Wendy Hall

*An English journalist who has written for a wide range of British and overseas publications*

**B**ETWEEN 40 and 50 schools are established in Britain for the training of Britain's 4,000 odd deaf or partially deaf children. Though much was done before 1944 to help these handicapped children, the Education Act of that year made local government authorities responsible for them with free education. More often than not, the children go to boarding schools. Geographically, however, the children are so scattered that only in eight big centers in Britain are the numbers sufficient to justify their own day schools.

The methods of training vary, and the lip reading method of speech is being adopted to a larger extent than the finger method. Opinions vary on which is the better method, but the consensus is that the lip reading is the better way from the point of view of giving the child a natural expression.

Two schools of the newer type for such children are within a few miles of each other just outside the town of Newbury in southern England. One is Donnington Lodge Nursery School, which takes children from two to seven years of age; the other the Mary Hare Grammar School, which children can attend between the ages of 12 and 19 years.

Although the pupils are separated by many years, there are similarities between the schools. Both are housed in comfortable mansions set in acres of wooded grounds which stretch far out into the countryside of this beautiful English county of Berkshire. Both take about 60 pupils, boys and girls, drawn from all parts of Britain, and both adopt the same basic technique of teaching, laying stress on lip reading and speech development and discouraging finger methods. In both schools there is a happy

atmosphere which makes the pupils feel like a large family home where all the children are entertaining all their friends at the same time, rather than a school bounded by rules and regulations.

## **classes limited to ten pupils**

As in most schools for the deaf in Britain, classes are limited to ten pupils. Problems of discipline are minimal, and teachers can be far more friendly and free and easy with their pupils than would be possible if classes were larger. They all feel that, because the first aim of teaching the deaf is to fit them to lead normal happy lives, they must give them the affection and character training of a parent as well as the book learning of a teacher.

Donnington Lodge, which has been open since last autumn, is the first nursery boarding school for deaf children to be set up by local government authority. The Berkshire Education Committee is responsible for its running and finance, but the school takes children from all parts of Britain.

Donnington Lodge was occupied during World War II by the United States Army, and the hutments built on the slope behind the house are adapting themselves excellently as classrooms, dining room, play room and dormitories. When the final alterations are completed, all the classrooms will be on the ground floor, either in the huts or the house. Children will then be able to have their lessons on the loggias when weather conditions permit.

The "babies," most of them three years old, are grouped in a class, but taught individually to lip read and speak. Within about six months,



the slow process of training them to watch the movements of the lips, to understand and imitate, begins to coax one or two voiced words out of their mouths. The top class of intelligent five-year-olds, who, through a combination of lip reading and knowledge of a well-established routine, understand a good deal of what is said to them, begin to read and to speak, although incorrectly, in about the same time. Any more gesticulation than the hearing child would use is discouraged. For example, infants who instinctively put their fingers to their open mouths to indicate food are quickly taught to lip read such words as "dinner," even if it takes them a little longer to say it themselves. Of course, they use gestures as they play together, and "chatter" with hands and expressions as they eat, but given encouragement, they use voices too.

The most important job is to get the child to lip read and speak, and if this process can be started at three, teachers hope to reduce the number of years by which the deaf child lags behind the hearing child in mental development.

#### **vocational guidance**

The pupils at the Mary Hare Grammar School are selected, through an entrance test, for their scholastic abilities and possibilities. Although the development of speech naturally remains an essential part of the curriculum of the school,

the approach to the work is more like that of an ordinary academic high school, and the aim of most of the boys and girls on leaving is to enter one of the professions. Last year 12 of them were put in for the School Certificate examination\*, and all passed—a record of which any normal school would have good reason to be proud. This was the first time that deaf children were able to take the examination on equal terms with the hearing.

The children's talents are directed towards careers in which their deafness will prove the least handicap. The mathematical may be guided towards accountancy, the scientific towards laboratory work. And any who wish may go into nearby Newbury to learn typing as a standby. In their senior year especially, they are taught individually, and always with their approaching career in mind.

#### **after-school hobbies**

Meanwhile, in after-school hours, there is a range of hobbies and activities from which every child should be able to choose at least one which will maintain interest when school days are over. Photography and bee-keeping compete with arts and crafts, guiding and scouting. Dramatic work and speech competitions play an important part in developing

\* A difficult examination taken by many students before leaving high school, to qualify them for higher education or certain professions.

*The girls of the Mary Hare School for the Deaf are taught to enjoy the same amenities as other girls.*





*The headmistress of the Donnington Lodge Nursery School for the Deaf instructs one of her young pupils in lip reading with the aid of drawings.*

fluency and confidence in speaking. There is a studio where pupils can paint when they like and what they like. The principal encourages them to develop an appreciation of art, believing that to a large extent it can take the place of music in their emotional development. The headmistress of the nursery school, in similar vein, comments on the value of country surroundings to small deaf children, whose delight in the sights of nature seems to be heightened by the fact that its sounds are lost to them.

Children at the Mary Hare Grammar School, and particularly the older ones, are not allowed to live in a sheltered world of their own. Through games, matches, and scout and guide activities, they mix with hearing children from other schools. The seniors are encouraged to go alone into the town to do their shopping and take part in local activities. On Sundays, after church service, they can go for walks, picnics, or bicycle trips without any shepherding by their teachers.

At neither of these schools, in fact, is there any suggestion that deaf children belong to a different world. Their special problems are recognized, their teaching and training adjusted accordingly. But beyond that, they enjoy much the same sort of school life as any other children, and ultimately set out in the world with the secure background of a happy childhood.

## *Labor Builds Clinic for Crippled Children*

To make possible the construction of a clinic for crippled children, building craftsmen of Tucson, Arizona contributed their labor, and other union members gave their money. Plumbers, carpenters, painters, bricklayers, iron workers, operating engineers, roofers, lathers, plasterers, laborers, teamsters, sheet metal workers, electricians—all put on work clothes and pitched in. While the building trades mechanics labored in person to make the clinic a reality, the members of other Tucson unions dug into their pockets.

Today the Square and Compass Crippled Children's Clinic offers a haven and the hope of a better tomorrow to several hundred children. Its doors are open to all crippled children, regardless of race, color, or creed. Speaking at the dedication, a labor official said: "A local newspaper has stated that this institution stands as a shining example of man's humanity. It is more than that. It also stands as a monument to man's tolerance—a principle the AFL has espoused in all the years of its existence."

Much favorable publicity was won for Tucson's labor groups by their sponsorship of this worthwhile project.

## SCENES IN SEOUL, KOREA

### TEARS AMID THE RUINS

*A frightened little South Korean boy cries in the midst of the ruins of his home. The child was found by American soldiers after they had taken the South Korean capital city in a bitter battle.*



### A NEW TOY

*Children play about a wrecked North Korean tank.*



Acme Photos

# Report of the Convention Committee on Union Services

**S**ERVICES which unions can render their members are many and varied. . . .

The members of the committee felt that some of the major benefits to be derived from a union service program were the following:

1. Aid in maintaining the interest and loyalty of members.
2. Aid in recruiting new members.
3. Aid in strengthening weak locals.
4. Improvement in union public relations.

*Credit unions:* Credit unions have proved their ability to serve working people who are in need of financial assistance. Very often teachers are confronted with unforeseen conditions such as sickness, accidents, and other situations which cause them to seek financial aid. Too often many of these teachers do not know where to turn. Since credit unions are in harmony with the efforts of trade unions to help create a higher standard of living, every effort should be made to establish credit unions where they do not now exist. It has been found that the stability of local teacher unions which have organized credit unions for the benefit of their members has been greatly strengthened. Usually their membership has grown steadily. The fact that other credit unions exist within the community should be no deterrent to the attainment of this objective. . . .

*Cooperatives:* This committee approves the AFT position taken in 1949 supporting the Rochdale cooperative movement and recommends the teaching of the principles, philosophy, and practices of cooperatives in the public schools. Furthermore, we urge each local to encourage its members to join established cooperatives in their communities, and aid in organizing cooperative societies where none exist, because this movement is essentially democratic and anti-monopolistic.

*Buying Clubs:* The Buying Club is another way in which locals can render service to their members. Buying Clubs may take various forms, but are essentially methods whereby groups make it possible for their members to purchase com-

modities at substantial discounts. No matter how small the local, it can form a Buying Club. The savings that accrue help teachers raise their standard of living. We recommend, however, that the club should be based upon sound co-operative practices which are in accordance with trade union principles. We recommend that the national office of the AFT secure information on how to organize a Buying Club and make such information available to the locals.

*Group health insurance:* Group prepayment health plans (health insurance) increasingly are becoming appreciated as an intelligent means of easing the economic burdens of illness. Unions have brought to their members the health protection made possible through these plans in two principal ways. Some unions have found it desirable and feasible to include among their contract demands a demand for health insurance provided in full or in part by the employer. Other unions make it possible for their members, through their own payments, to obtain the advantages of some available plan.

*Cultural and professional services:* In addition to the practical union services mentioned previously, locals might provide for their members services of a cultural or professional nature. Such services might take the following forms:

1. Courses of lectures and open forums sponsored by the local.
2. Educational conferences or institutes.
3. Speakers at regular monthly meetings.
4. Orientation and counseling of new teachers.
5. Promotion of high standards of teaching.

*Official headquarters:* A local cannot operate from a briefcase. The first requisite is a permanent office. A start can be made by having desk space in any Central Body Building. A listing of the local in the telephone directory with the number of some officer is valuable. The committee recommends, however, that locals should make every effort to acquire adequate office and meeting space of their own. We believe that

this is essential in building a strong and cohesive local in which members have a greater sense of participation.

*Recreational facilities:* As the local grows, the acquisition of club rooms can become a valuable means of serving the membership. These rooms may serve as a center for such recreational activities for members as the following:

1. Dinners for building representatives.
2. Informal teas for all teachers.
3. Special parties.
4. Entertainment of members from nearby locals.
5. Use of club rooms by members for private parties at low rental cost.
6. Card parties, etc., to raise money.

The committee wishes to emphasize the fact that this obviously is not a complete list of possible union services. We therefore urge locals to develop programs which best serve their own needs. We also urge locals to provide the National Office with information about their services with a view to making it available to other locals through the *AMERICAN TEACHER*.

## PRESIDENT'S PAGE

(Continued from page 2)

Labor, however, realizes that if and when vocational education serves as a training ground for cheap labor for industry, and results in the breakdown of craft standards and in a narrow, restricted educational experience, the legitimate aims of vocational education are not served.

When such programs include good craft standards supervised by labor, adequate cultural experience determined through cooperation between academic and vocational teachers, training in related skills, through the joint efforts of the craft and the teachers involved, and a thorough training in the immediate concerns of the worker, we are beginning to develop the kind of functional program that enhances both vocational education and the total educational experience.

The committee\* under Mr. Myers is to be honored for a forthright and progressive step in this direction.

—John M. Eklund

\*Members of the committee are: chairman, Paul E. Myers; association, Gordon Johnson; business, J. C. Harger; distribution, J. P. Lahr; crafts, Lewis H. Ewing; production, Glenn R. Miller.

*AFT President Eklund, a member of the AFL committee supporting the American Heart Association's drive, views the exhibit on display at the AFL convention in Houston.*

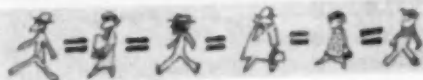


"Among all problems in human relations, the greatest challenge is the achievement of peace throughout the world. There is vital need for adequate military preparedness to protect the free nations of the world against aggression . . . But there is also the greater long-range need for unremitting efforts to remove war's basic causes."—Excerpt from the Trustees' Report, Ford Foundation.

# THE Human Relations Front

by Layle Lane

Chairman of the Committee on Democratic Human Relations



## DEBITS

The conditions at the Cut Bank, Mont. boarding school for Indian children "are among the worst," reports Dr. Lesser of the Association of American Indian Affairs. "During the hours when other American children are out in the fresh air playing, the Indian children are cleaning windows, floors, and washrooms in their dismal dormitories. . . . This comes under the heading of vocation training, while saving the Indian Service the salaries of a few extra adult employees."

The Justice Department is opposing a decision by the Court of Claims in favor of the Tillamooks and other Oregon Indians. The claim is for 2,772,580 acres of tribal land taken from the Indians in 1855 and incorporated in Oregon Territory. The claim is valued at the 1855 price of \$1.20 per acre plus interest.

A report on Puerto Rican children by a federal committee under the direction of Oscar R. Ewing, Federal Security Administrator, indicates that the children of Puerto Rico and, indeed, the whole population of that island "face needs greater than any comparable group under the U.S. flag." The island is greatly overcrowded, with a density of 640 persons per square mile. There is chronic unemployment and a per capita income only one-fourth that of the U.S. There is a drastic shortage of doctors, nurses, and dentists, and because of the inadequate health facilities the infant mortality rate is 2½ times that on the mainland. One-fourth of the population is illiterate. Despite some improvements in recent years, the island remains a woeful contrast to our present conception of the "American standard of living."

The *Courier*, a weekly paper edited in Augusta, Ga. by a former Speaker of the Georgia House of Representatives, stated in an editorial on the suit to end segregation in the Atlanta schools, that "there would be at least 50 counties in Georgia in which there would be no Negroes six months after a court decision went into effect requiring white schools to admit Negro students."

## CREDITS

The Attorney General of Tennessee, Mr. Beeler, approved the admission of Negroes to the state university. "We must bow to the inevitable and go along as good citizens of the United States. . . . The opinions of that court [the U.S. Supreme Court] become the law of the land, notwithstanding any opinions that may be entertained by any individuals, however sound such opinions may be."

A council of Christians and Jews has been formed in Bremen, Germany by Dr. Carl Zeitlow of Minneapolis. Dr. Zeitlow is also general secretary of the German Interfaith Coordinating Committee, which has established councils in eight other German cities.

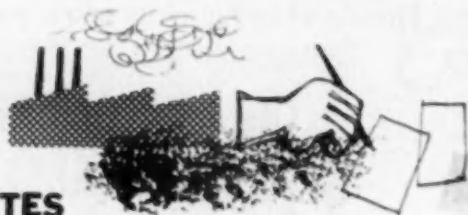
Cadet Dave Campbell, Jr., a 23-year-old Negro of Augusta, Ga., was named regimental commander of his graduating class at the Pensacola Naval Air Station in Florida. Cadet Campbell is a former basketball star and a Marine Corps Veteran of World War II.

Pine Breeze Sanatorium, near Chattanooga, Tenn., has formed a patient council to promote good fellowship and maintain smooth patient-personnel relations. Each building of the hospital elects representatives to the council, which is inter-racial in composition.

The Oct. 5th issue of the University of Alabama student weekly carried an editorial which said in part: "We Southerners think nothing of riding the same buses or shopping in the same stores. We doubt if the violent proponents of segregation leave the room when a Negro janitor comes in to sweep. We don't think students will have to leave a room when a Negro student comes in to learn."

Commissioner Melvin Schlesinger of the Anti-Defamation League reports that Denver University, Colorado University, and Lamar Junior College have joined the list of colleges which have eliminated race and religious inquiries from their application blanks.





by  
**Meyer Halushka**

Local 1, Chicago

## LABOR NOTES

### U. S. ECONOMIC PROFILE

	Aug. 1950	A year ago
Gross national products (annual rate)	\$282 billion	\$253 billion
Industrial production (1939 = 100)	213	169
Factory employment	41.9 million	42.6 million
Annual per capita income (in 1950 dollars)	\$1,288	\$1,256
Average weekly earnings	\$60.28	\$54.60
Average hourly earnings	\$1.46	\$1.40
Consumer's price index (1935-39 = 100)	173.0	168.5
Food price index (1935-39 = 100)	210.1	200.6
Total Corporate profits (annual rate, after taxes)	\$23 billion	\$17.3 billion
New dwelling units started	141,000	96,000
Public School cost per pupil	\$206 (1949)	\$88 (1940)
Military expenditures	\$30 billion	\$14 billion

The proportion of national income spent for public education has declined from 3.09 per cent in 1930 to 1.84 per cent in 1950.

### Married women in the labor force

The Women's Bureau of the Department of Labor reports that over 17,000,000 women are employed or seeking employment. They constitute 29% of the current civilian labor force and 32% of all women 14 years of age and over in the nation's population.

Of all women employed 8.7 million are married; 2.7 million are widowed or divorced; and only 5.6 million are single. The entry of married women into the labor market has been greatly accelerated in recent years. Ten years ago there were 6.7 million single women employed and only 5,000,000 married women workers. Since 1940, the number of women who are living with their husbands and have jobs, has increased from 14.7% to 22.5%.

The family in which both husband and wife work is increasingly common in America. In more than 20% of the 33,000,000 families in which the husband is employed, the wife is also employed.

The increase in the number of married women workers is caused

largely by the increase in the marriage rate during and after the war years. Of the total woman population 14 years of age and over, married women accounted for 56% in 1940, but today they number 63%. It is no longer a career or marriage but a career and marriage.

The total number of women who are married or have been married is 44.5 million.

### The NAM in the schools

In a recent article entitled "The NAM in the Schools," Gilbert Geis, graduate fellow in sociology, now completing work for his doctorate at the University of Wisconsin, reviews the stand taken by the National Association of Manufacturers on such questions as child labor, the 48-hour work week, and social security, and discusses the tremendous flow of propaganda which has been coming from that organization.

Below are some excerpts from his article:

"The NAM, during the first nine months of 1949 issued a total of 1,927,907 booklets, sponsored 46 network and 47 local radio programs and conducted 98 workshops.

"In addition, NAM movies were shown 15,939 times from January through September to an audience estimated at some 2,000,000 persons. Thirty-nine recordings were distributed to almost 8,000 independent stations; 151,133 industrial press service clip sheets were mailed; 883,852 publications went to 'community leaders'; 42 articles were prepared; and 20,000 copies of *Industry's Views* were distributed. . . .

"A major target of the NAM propaganda barrage is the youth of the country. A *Catalogue of Teaching Aids*, for planning classroom work, went out to principals and heads of social science departments in more than 25,000 public, parochial, and



**PLAY SAFE Buy Milk in GLASS BOTTLES**

The glass milk bottle is the only retail container which is sterilized just before filling. It receives a 25 minute heat and chemical treatment, is scrubbed, rinsed and scrubbed again. No other container gives you the guarantee of cleanliness and superiority found in glass. When you buy foods and beverages, ask for glass containers, 100% union made.

**GLASS BOTTLE BLOWERS ASSOCIATION, AFL**  
12 So. 12th St. Philadelphia, Pa.  
Lee W. Minton, President

ONE QUART



private schools in late October, 1949. By mid-January of this year, this mailing had brought requests for more than 3,000,000 pieces of free NAM literature. . . .

"NAM officials have claimed that their booklets are read by two out of every three American high school students; that many students are taught the history of the American labor movement from an NAM booklet; and that this material has become required reading for many students.

"A recent addition to the NAM's youth drive is the College Speaking Program which calls for 'leading industrialists to carry the message of American enterprise before student assemblies at institutions of higher learning across the nation.' The Association estimates that some 30,000 college and university students and 1,500 faculty members 'have been impressed with the benefits of the individual enterprise system,' during the College Speaking Program's first five months in operation.

"The numerous propaganda activities of the NAM . . . range over a wide area. No better criteria by which to evaluate them can be found than that provided by an NAM official during the Association's 1926 convention who keynoted:

"Every activity of this Association . . . must, in the last analysis, be judged by this one standard—does it contribute to the immediate or ultimate profit of the Association members?"

#### Union label campaign through county fairs

Close economic ties between the industrial worker and the farmer were demonstrated in an effective, dramatic way by the Amalgamated Clothing Workers of America in its recent union label campaign.

Through union label exhibits at county fairs in California, Missouri, Illinois, Kentucky, Michigan, and Ohio, the Amalgamated explained to huge farm gatherings that, dollar for dollar, in every price bracket, the farmer gets a better buy when he purchases a suit or overcoat with an Amalgamated union label in it.

At the same time, the union pointed out, supporting decent wage and working standards for union labor means greater purchasing power for industrial workers, of which farmers are among the largest beneficiaries. At each fair the union set up a tent with its exhibit, passed out specially prepared literature, and awarded a free suit of clothes on the basis of a survey of union labels.

Here's what happens when you ask to see

## THE AMALGAMATED UNION LABEL

in the clothes you buy!



You get a better buy. Union-made clothing assures you of skilled workmanship in every hidden seam and stitch — by men and women who take pride in their craft, and do their best to produce good looks, good fit, and good value. What's more . . .



You impress the retailer with the fact that more and more people prefer to buy union-made clothing. So the storekeepers learn to buy more and more merchandise that's made by union-labor. This builds a healthier union climate in the whole community.



You help to protect the conditions of fellow-workers who, through years of hard work, have won decent, clean working conditions, pensions, health and accident insurance, vacations, etc. . . . union conditions.

Makes good sense, doesn't it? You ask to see the Amalgamated label — and you protect your pocketbook . . . protect all union labor . . . deal a body blow to anti-union forces everywhere. So for everyone's good — always



Look for the

# AMALGAMATED label

. . . for best buys in any price range

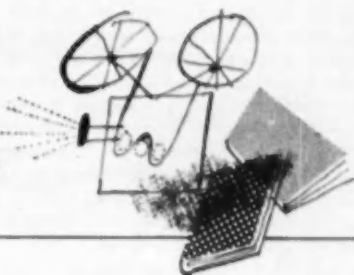
AMALGAMATED CLOTHING WORKERS OF AMERICA

15 UNION SQUARE, NEW YORK 5, N. Y.



A UNION OF MASTERCRAFTSMEN — IN SUITS • OVERCOATS • UNIFORMS  
WORKCLOTHES • SPORTSWEAR • SHIRTS • PAJAMAS • GLOVES • TIES

## BOOKS AND TEACHING AIDS



### *two-thirds are doomed*

#### OUT OF MY LATER YEARS

By ALBERT EINSTEIN. *Philosophical Library, New York, N.Y.* 1950. 282 pp. \$4.75.

In the 20's our best thinkers—social theorists, scientists, and philosophers—warned us of post-World War I catastrophe. Most of us, drinking courage from a giddy decade, laughed such “prophets of gloom” off the scene.

Einstein today stands in the fore of the new prophets of gloom. The day of scoffing is over. Today, such prophets speak with tragic authority.

Over this second series of Einstein's essays (1933-1949) hangs the atomic bomb. Many of his words are casual—some mere conventional speeches that a great man is so often called upon to recite at banquets, charitable drives, and even funerals. Yet never is this greatest scientist of our times merely unconventional; in these short and simple essays are the wisdom and the clarity of one of the most profound thinkers of all time.

Even over the farseeing vision of an Einstein hangs the doom of the atomic bomb—or its reasonably accurate facsimile. Scraping the bottom of the cultural barrel, this is the only consolation that a great scientist can salvage: “I do not believe that civilization will be wiped out in a war fought with the atomic bomb. Perhaps two-thirds of the people of the earth might be killed. But enough men capable of thinking, and enough books, would be left to start again, and civilization could be restored” (p. 185).

*This, mind you, was written in 1945! Where are we today?*

For Einstein, World Government internationally and democratic socialism domestically are the last slim hopes.

These essays, well grouped and well edited, run a gamut of subjects from pure science to the “Jewish problem.” The philosopher and the logician will be especially interested in Einstein's great advance toward operationalism and pragmatism in theory of knowledge. In the early 30's he wrote to Tagore, “I cannot prove that scientific truth must be conceived as truth that is valid independent of humanity; but I believe it firmly.” Today this great thinker, grown even greater in both knowledge and humility, says, “Truth is what stands the test of experience” (p. 115).

*The American Teacher, December, 1950*

One caution: If you want to escape a feeling of inferiority, don't believe the blurb on the jacket which tells you that “the author explains his theory of relativity in such simple terms as to be understood by every intelligent person.” This reviewer, proud of his intelligence and fairly well equipped in scientific knowledge, repudiates the statement. The mathematics of relativity is still Sanskrit (yeep, he knows Greek) to him. However, less than one-third of the book is “technical,” and even to those for whom that portion is a closed book the remaining parts are worth any price.

ROBERT ROTHMAN, *Local 231, Detroit, Mich.*

### *to assist parents in teaching hearing-handicapped children*

#### WHAT'S ITS NAME?

By JEAN UTLEY. *University of Illinois Press, Urbana, Ill.* \$2.00.

To guide the parents of a hearing-handicapped child in teaching him to talk and to make use of whatever hearing he may have, the University of Illinois Press has just published a picture-book “What's Its Name?” which both parent and child will find fascinating as well as educational.

Jean Utley, associate director of the speech and hearing rehabilitation clinic at the U. of I. College of Medicine, has prepared a work-book with which the parents can begin to develop speech and hearing in their handicapped child as soon as his attention can be drawn to pictures in a book. The 172 page book consists almost entirely of simple pictures of objects taken from the child's experience.

The pictures have been selected to give the child a vocabulary of 244 words. One section is designed to assist him with vowel discrimination, using such objects as “kite” paired with “coat,” and “door” with “deer.” Consonant discrimination is taught through pairing words such as “tail” and “nail” and “corn” with “horn.” Other words are included which are used in testing the level of speech perception.

“It is hoped that by training children at a very early age to recognize words used in standardized tests, more adequate individual evaluations for the hearing of speech can be determined earlier than has been previously possible,” the author explains.

Concluding the picture sections of the book are drawings which illustrate animal sounds, instruments, gross sounds (train whistle, telephone, doorbell), and voices, and four stories. These sections are planned to be used with special auditory training recordings. Without the recordings parents may imitate the sounds or use the instruments pictured.

Other recordings which are helpful in auditory training are listed in the book as well as readings and descriptions of special equipment for teaching the deaf, and where they may be obtained.

Page size is 8½ x 11 inches, and the book is bound in cardboard with metal rings permitting it to be opened flat for tracing or coloring. The front cover is colorfully decorated.

## *a corrective labor camp in the USSR*

### TELL THE WEST

By JERRE GLIKSMAN. *The Gresham Press, New York, N.Y.* 358 pp. \$3.75.

Are you, perchance, a so-called liberal who refuses to damn the Soviet system of slave-labor camps because you yourself have not been an eye-witness? Or, are you still impressed with the theory that because of the peculiar circumstances involved, the communists had to be prepared to do anything to reach their goals? Most likely, as a reader of the AMERICAN TEACHER, you are ever in quest of objective information upon which to base sound political opinions. In whichever of these three categories you belong, *Tell the West* is directed to you.

Mr. Gliksmán, now residing in our country, has written a remarkably dispassionate account of his personal experiences within the "corrective" labor camps of the USSR. His story begins with: the activities of his own family in Poland when Germany and Russia divided Poland between them; the quick arrest of his older brother, Victor Alter, and another Socialist Jewish leader of Poland, Henryk Erlich, by the NKVD (the Soviet secret police); the author's naive hope that the Soviet authorities would display common human decency; and his own arrest for the crime of being Alter's older brother and, therefore, a possible source of information and a "socially undesirable element."

Despite vivid descriptions of days in transit without water, of infected scurvy sores swarming with vermin, of the ready expendability of human life and dignity, of the treacherous annihilation of Erlich and Alter in the face of international appeals, and of his own sad disillusionment with the "worker's paradise," the author maintains a mild-mannered, unhurried, and kindly attitude. The effect is unforgettable. I recommend this book, without reservation, to all persons above the age of sixteen!

LILLIAN ATKIN, Local 2, New York, N.Y.

## *miscellaneous materials*

### APPLIED COURSE FOR STUDENT PRINTERS

By MERLE A. CLARK. *Charles A. Bennett Co., Inc., Peoria, Ill.* 1950. 95 work sheets. \$2.40.

This is a course suitable for vocational or general school use. It covers necessary background material and gives explanation and experience in handling the equipment and vocabulary of the trade. While the course is by no means designed to train craftsmen, the student will make contact with the work so that he may be guided in a vocational choice. Lessons are practical and carefully graded, so that progress is assured.

Merle A. Clark is an instructor of printing in the Akron Public Schools and has based the manual on his own experience in teaching printing. The company publishing the work is a successor to the Manual Arts Press and has a record for producing manuals in the field of crafts.

### FREE DECAL-CRAFT MATERIALS

More than a million boys and girls received and used free Decal-craft materials in 1949. The packaged program, following the "learn-by-doing" principle of instruction, was created at the request of teachers in art, home economics, and manual training courses.

Revised for 1950, the project sheets and decal kits may be obtained free by interested teachers by writing to the Meyercord Co., Educational Department, 5323 W. Lake Street, Chicago 44, Ill. Letters should give the name and address of the school, the number of students in each class, and the type and grade of the class.

### A NEW SERIES OF BOOKLETS FOR TEACHERS, COUNSELORS, PARENTS

To interpret the problems of young people to adults who work with them, Science Research Associates, Chicago, is publishing a new monthly series. Similar in format to the Life Adjustment Series, which the company will continue to publish for adolescent readership, the new series is called the *SRA Better Living Booklets* and is designed to help teachers, counselors, and parents build better relationships with young people.

Each issue in the series is a 46-page illustrated booklet treating a major problem which adults face in helping children and adolescents. Authors include Dr. William C. Menninger, of the Menninger Foundation, Topeka; H. H. Remmers, Professor of Psychology and Education, Purdue University; O. Spurgeon English, author of *Emotional Problems of Living*; Dr. Thelma Gwinn Thurstone, Division of Child Study, Chicago Board of Education; The Association for Family Living, Chicago; G. Frederic Kuder, Professor of Psychology, Duke University, and Eva Grant, Editor of the national Parent-Teacher magazine.



## Toledo's effective apprentice program results from cooperation of many groups

**250** TOLEDO, O. — Sometimes we hear it said that no one wants to do an honest day's work for an honest day's pay any more. And we are apt to forget that the American worker can and does outproduce any other worker in the world. One reason for the efficiency of the American worker is the Apprentice Program such as that sponsored by the Toledo Board of Education in cooperation with the Apprentice Training Service of the U. S. Department of Labor, the State Apprenticeship Council, and the Toledo Area Council of Joint Apprenticeship committees.

The trades taught in this program are: barbering, bricklaying, carpentry, die making, electrical construction, electrical maintenance, lathing, machine shop, millworking, cabinet making, operating engineering, painting and decorating, plastering, plumbing and heating, resilient floor laying, sheet metal, and toolmaking.

An apprentice is a person at least

16 years old (H.S. graduate or equivalent) who is approved and covered by an agreement to improve himself in the skills and technical knowledge outlined in the accepted standards of the trade. The objective of the program is to train efficiently to journeyman competence the proper number of students to meet the needs of industry for workers in skilled occupations.

A minimum attendance of 144 hours per year is required. The apprentices meet for four hours one night a week, 36 weeks per year. In some trades the classes are operated on a daytime schedule of eight hours every other week. At present there are 2, 3, 4, and 5-year apprenticeships in operation. The advancement in the trade by periods is handled by a Joint Committee of Management and Labor working together to train skilled craftsmen in all trades.

From the bulletin of the Toledo Federation of Teachers.

## Sabbatical leave plan won after fifteen years; liberal sick leave plan explained

**340** BALTIMORE, MD.—Since 1935 the Baltimore Teachers' Union has conducted a campaign to win a sabbatical leave plan for the city, and it has at last achieved that goal. The plan which was adopted in the spring of 1950 provides for a year's leave after seven years of service; this leave may be for study, travel, or other purposes recommended by the board of education. The teacher is to receive his salary minus the salary of a special substitute, but in all other respects the employee is considered in regular service, so that pension privileges and contributions continue. Promotions and positions are also safeguarded, and salary increments continue. A report of activities during

the leave may be required, and a year of service following the leave is necessary.

Baltimore also has a liberal policy concerning sick leave, for the rules permit an indefinite accumulation of five days a year at full pay. This period of full pay is followed by a period of half pay in which 65 working days are allowed for five years of service or less, 95 days for five to ten years of service, and then up to 195 days for twenty-five or more years of service. This plan applies to administrators as well as to teachers. Under this plan, adopted in January 1949, no deductions are made for Saturdays, Sundays, and holidays during the period of full pay.

## Human relations shown in deeds—not words

**111** PORTLAND, ORE. — The Portland Teachers Union reports that its committee on democratic human relations has been working on a variety of worthwhile projects. Learning that some Negro schools in the South were greatly in need of textbooks, the committee sent them 240 pounds of books. The members have also been gathering books to be sent to destitute schools in the Philippines. Pencil sharpeners were sent to Ewha Girls High School in Seoul, Korea.

The committee has also been active in support of the Civil Rights Ordinance of Portland.

## Another job accepted by busy Illinois member

**601** SPRINGFIELD, ILL. — Charles M. Kenney, a high school teacher in Springfield and an active member of Local 601, has added a new job to a list that already seemed to leave little time for frivolity. He has now become a member of the Civil Service Commission of Springfield. Mr. Kenney serves on the executive board of Local 601 and is legislative representative for the Illinois State Federation of Teachers. He is also Public Administrator for Sangamon County. For good measure, he is also a practicing attorney.

## Joint meeting of locals proves stimulating

**528** BENLD, ILL. — The Benld local recently held a very pleasant dinner meeting. Representatives of the Decatur local were invited to join the group, and a lively and profitable discussion of mutual problems made the evening an experience that the group would like to repeat. It is especially interesting that these two locals planned a joint meeting, inasmuch as they are about seventy-five miles apart.

## Top teacher salary schedules listed

Some of the best teachers' salary schedules sent to the AFT Research Director recently are those in San Francisco, Newark, Mount Vernon (N.Y.), Milwaukee, Sacramento, East Chicago (Ind.), Gary, and Jersey City.

**San Francisco:** Including a recent \$300 cost-of-living adjustment, the salaries now range as follows:

*With an A.B.:* \$3,000 to \$5,100, with 14 increments of \$150.

*With an A.B. plus 1 year:* \$3,300 to \$5,575, with 13 increments of \$175.

*With an A.B. plus 2 years:* \$3,600 to \$6,000, with 12 increments of \$200.

**Newark:** The Newark schedule like all those listed here, is a single salary schedule.

*With an A.B. or less:* \$2,600 to \$5,000, with 12 increments of \$200.

*With an M.A.:* \$2,600 to \$5,400, with 12 increments of \$200 and 1 of \$400.

*With an M.A. plus 32 credits:* \$2,600 to \$5,800, with 12 increments of \$200 and 2 of \$400.

To receive more than 12 increments, teachers without degrees and in the Newark system prior to July 1, 1946 must present satisfactory evidence of having completed the additional requirements necessary (12 credits) for advanced standing on the salary schedule.

**Mount Vernon, N.Y.:** This town has a population of 73,000.

*With an A.B. or less:* \$2,300 to \$4,925, with 15 increments of \$175.

*With an M.A.:* \$2,500 to \$5,475, with 17 increments of \$175.

*With a Ph.D.:* \$2,700 to \$5,675, with 17 increments of \$175.

**Milwaukee:** The schedule given here goes into effect in January, 1951. Although the basic salary schedule is the same as in 1950, there are two important changes. One is that the categories are to be determined by units, rather than by degrees. This unit system eliminates the limitations imposed by working for degrees and is intended to evaluate, for salary placement purposes, such items as work experience, study in accredited and non-accredited institutions, travel, professional training, in-service training courses, and authorship. The other change is that an additional step of \$200 has been added for those having 192 units or more.

*Less than 120 units (formerly non-degree):* \$2,626 to \$4,426, with 9 increments of \$200.

*120 units (formerly an A.B.):* \$2,826 to \$4,826, with 10 increments of \$200.

*160 units (formerly an M.A.):* \$2,926 to \$5,126, with 11 increments of \$200.

*176 units (formerly an M.A. plus 18 credits):* \$2,926 to \$5,326, with 12 increments of \$200.

*192 units (the newly added step):* \$2,926 to \$5,526, with 13 increments of \$200.

**Sacramento:** The salaries given here include \$360 cost-of-living adjustment. In all categories there are 12 increments of \$120.

*With an A.B.:* \$2,880 to \$4,320.

*With an A.B. plus 1 year:* \$3,120 to \$4,560.

*With an M.A. or equivalent:* \$3,360 to \$4,800.

*With 6 years:* \$3,600 to \$5,040.

*With a Ph.D.:* \$4,080 to \$5,520.

**East Chicago, Ind.:** This community has long had one of the best schedules in the country.

*With less than an A.B.:* \$2,600 to \$4,000, with 13 increments of \$100 and 2 of \$50.

*With an A.B.:* \$3,000 to \$4,800, with 9 increments of \$100 and 6 of \$150.

*With an M.A.:* \$3,100 to \$5,200, with 6 increments of \$100, 6 of \$150, and 3 of \$200.

*With a Ph.D.:* \$3,100 to \$5,500, with 5 increments of \$100, 1 of \$400, 6 of \$150, and 3 of \$200.

**Gary:** Although the maximum salaries in this Indiana city are relatively high, the length of time required to reach the maximum is excessively long.

*With 2 years' training:* \$2,300 to \$3,400, with 11 increments of \$100.

*With 3 years:* \$2,550 to \$3,650, with 11 increments of \$100.

*With an A.B.:* \$2,800 to \$4,600, with 18 increments of \$100.

*With an M.A.:* \$3,000 to \$5,000, with 20 increments of \$100.

*With 6 years:* \$3,100 to \$5,200, with 21 increments of \$100.

*With a Ph.D.:* \$3,300 to \$5,500, with 22 increments of \$100.

**Jersey City:** All increments in this schedule are in the amount of \$200.

*Less than an A.B.:* \$2,600 to \$4,600, with 10 increments.

*With an A.B.:* \$2,600 to \$5,000, with 12 increments.

*With an A.B. plus one year, or an M.A.:* \$2,600 to \$5,200, with 13 increments.

*With six years' training or a Ph.D.:* \$2,600 to \$5,400, with 14 increments.

### Toledo classification of visual materials studied by experts as a model system

**250** TOLEDO, O.—Toledo is enjoying a new card catalog file of visual education materials prepared during the summer by Supervisor of Visual Education George Hammersmith, former president of the Toledo Federation of Teachers, and his staff.

Some 1500 stencils were cut and run for the films owned and distributed by the department. For every film a card was made containing the following information: the title, the manufacturer, the department in the school for which the film is best suited, the other departments that can use the film to good ad-

vantage, a concise description of the subject matter of the film, and, last but not least, a classification-order number. This number is the means by which teachers may order the films without the use of any other description. This classification was made for the films according to the Dewey Decimal Classification used for the books in the majority of the public and school libraries in the country.

The file has already attracted the attention of both a Coronet Films' representative, and another film expert who made notes to take back with him to California.

### Faculty housing needs met by project of Highland Park local

**684** HIGHLAND PARK, MICH.—To aid Highland Park teachers who wish to live in Highland Park, Local 684 has decided to compile and maintain a housing directory. Teachers needing housing in Highland Park either for rental or for purchase are directed to the chairman of the committee. Property owners also keep in touch with him. In this way it is hoped that more teachers may live in the community, cutting down time and energy spent in travel should be a gain for the individual and for the school.





### FALL LUNCHEON OF LOCAL 111 ATTRACTS ALMOST 300 TEACHERS

Guests included educators and labor leaders of the Portland, Oregon area. AFT President Ekland spoke on "The Function of the Teacher in the Present Crisis."

#### Professional program promoted by local; records and testing among panel topics

**862** NORTH KITSAP, WASH.—During the last school year, the teachers of the Federation in the North Kitsap school district sponsored a series of panel discussions on the objectives and problems of the various grades in the school system.

The first panel was composed of the teachers in kindergarten and in first, second, and third grades. The second was made up of the intermediate grades—four, five, and six. The last panel was devoted to seventh and eighth grades.

To supplement these discussions, Mrs. Hazel Ecklund, of the South Kitsap district school, gave a demonstration of methods used in the first grade and junior primary. The junior primary is the step between kindergarten and the first grade, and its function is to ready those children for the first grade who are not matured enough for the work.

#### Milwaukee youth will hear Labor's story from speakers furnished by unions

**252** MILWAUKEE, WIS.—Organized labor in Milwaukee will have an opportunity to tell its story to the high school students of that city as the result of a suggestion made by George Hampel, Jr., of the Wisconsin State Federation of Labor.

The Milwaukee school board has ordered the superintendent of schools to notify principals that the AFL, the CIO, the Railroad Brotherhoods, and the International Association of Machinists will furnish speakers for school and classroom purposes.

Many problems for further discussion have resulted from these panels. Some of the problems to be brought up for discussion during the coming year will be: (1) coordinating a reading program and the employment of more reading materials; (2) a system of reporting pupils' progress to the parents; (3) a system of anecdotal records to be available to teachers concerned; (4) a system of testing which will accompany the pupil through his twelve grades, and (5) a coordination of visual aid materials. Other problems suggested for research are a coordinated music program and improvement of the library service in the district.

With these problem situations and the panels on the fields of the high school curriculum, the North Kitsap Federation of Teachers is looking forward to another interesting year in improving the growth of the children in the district.

From the Kitsap County Herald.

#### Distinguished historian given assignment by Library of Congress

**223** MADISON, WIS.—Professors Merle Curti and Vernon Carstensen of the University of Wisconsin were honored recently by being made Fellows of the State Historical Society of Wisconsin. This distinction, which had been conferred previously upon only one man—the late Frederick Jackson Turner—was conferred upon the two Wisconsin historians in recognition of the important contribution made by their recently published *History of the University of Wisconsin, 1848-1925*.

Professor Curti, Pulitzer Prize winner in 1943 for his volume entitled *The Growth of American Thought*, is a member of the University of Wisconsin Teachers' Union, AFT Local 223.

Professor Curti has also been honored by being selected to write one of a series of fifteen extended essays sponsored by the Library of Congress. The series deals with various aspects of American civilization in the twentieth century and will be published by the Harvard University Press. The area assigned to Professor Curti is "American Scholarship in Western Civilization."

#### Governor appoints AFT member

**3** PHILADELPHIA, PA.—Margaret Root, president of Local 3 and also of the Pennsylvania State Federation of Teachers, has been appointed to the Governor's Advisory Committee on the White House Conference on Children and Youth to be held this month.

## **ILGWU passes resolution to support salary demands of New York teachers**

**2** NEW YORK, N.Y.—Labor is supporting the effort of the teachers of New York City to win salary increases. The following resolution, adopted by the General Executive Board of the International Ladies' Garment Workers' Union, is concrete evidence of this support:

WHEREAS the salaries of teachers in the New York City school system have lagged far behind increases in the cost of living; and

WHEREAS their salaries have failed to keep pace with changes in the wages of other working men and women; and

WHEREAS such low wage levels for teachers have done considerable harm to our schools by drastically lowering the morale of both teachers and students and by failing to attract new and competent teachers into the school system; and

WHEREAS almost one half of the members of the International Ladies' Garment Workers' Union reside in New York City and have a direct and vital interest in having its schools operate with the best of educational standards; therefore be it

RESOLVED that the International Ladies' Garment Workers' Union go on record in strong support of the campaign of the New York Teachers Guild for salary increases to school teachers, which will bring their salaries to a level commensurate with the value and dignity of their services and into line with the increase in the cost of living; and be it further

RESOLVED that the International Ladies' Garment Workers' Union call upon state and city officials to effectuate such salary increases without delay.

## **Tenure in Washington bears a union label**

**200** SEATTLE, WASH.—The simple announcement that "the Seattle school board endorsed the principles of teacher tenure" not only is part of a long story but bears a union label, according to the *Seattle Teacher*. Teacher tenure first became a part of the legislative program of the Washington State Federation of Labor in 1928. However, other groups either ignored or opposed Labor's teacher tenure proposals. Only recently, under pressure of sentiment fostered by union conditions, have other organizations placed tenure on their agenda. It is, therefore, a major gain that the Seattle School Board has gone on record officially endorsing the principles of tenure; it should aid in getting legislation on a statewide basis.

# **The State Federations Meet**

The season is again here for those special meetings of the Federation of Teachers in all parts of the United States, known variously as conferences, conventions, institutes, or workshops. By whatever titles they are announced, these affairs have two outstanding characteristics—the excellent professional tone of the themes chosen and the superior quality of the speakers and discussion leaders programmed. No doubt these are only samples of our many fine AFT meetings.

In COLORADO: The theme "Promoting Child Welfare in Colorado at the Midcentury" was chosen for the fifth annual conference of the Colorado Federation of Teachers. Speakers included John M. Eklund, AFT President, James Patton, President of the National Farmers Union, and Lawrence Martin, Associate Editor of the *Denver Post*. Both Mr. Patton and Mr. Martin have recently returned from official visits to the Balkans and Western Europe.

Another portion of the program included panel discussions by outstanding Colorado leaders in education, who presented recommendations for improving both the public schools and the agencies for children.

In CONNECTICUT: Among the important features at the convention of the Connecticut Federation of Teachers Unions, held in Hartford in October, were addresses by a number of candidates for state of-

fices. The delegates were particularly interested in the educational programs presented by the two candidates for governor: Chester Bowles, candidate for reelection on the Democratic ticket, and John Davis Lodge, candidate on the Republican ticket. Both candidates called for higher salaries for teachers, additional state aid to education, and a considerable increase in the number of new school buildings.

Among the other speakers was AFT Secretary-Treasurer Irvin R. Kurelli. In discussing the need for better salaries for teachers he stated that the AFT would not give up its fight for adequate salaries for teachers as long as the nation spends ten to twenty times as much for luxuries as it does for education. He told the group how the AFT has been contributing to the educational programs of Germany, Japan, and other areas where the United States is helping to set up democratic government.

Among topics considered by the convention were plans to obtain passage of a state tenure law, opposition to a proposal to require that teaching certificates be renewed every ten years, changing the state retirement system to permit retirement after 30 years instead of the present 35 years, and a salary schedule with a \$3,000 minimum and a \$6,000 maximum.

The meeting was held concurrently with that of the Connecticut Education Association and was given equal status. There was excellent publicity for the meeting in the local press.

In DELAWARE: The Wilmington Federation of Teachers offered a two-day program at which Dr. George Axtelle spoke on "Democratic School Administration" and Professor Jeannette Veatch talked on "Our Elementary School Program." Another interesting feature was the use of recordings of the 1950 AFT convention to highlight the report of

the delegate. Labor was represented on the program by Elmer T. Kehrer, assistant director of the ILGWU Institute. The conference was held concurrently with that of the Education Association, and the AFT won significant recognition, since attendance at one of the conferences was required of all teachers.

**IN IOWA:** Delegates to the sixth annual convention of the Iowa Federation of Teachers in Davenport heard talks by Austin Finnessy, director of Iowa LLPE and John Fewkes, regional AFT vice-president. An important topic of the meeting was the strengthening of relations with the State Federation of Labor.

**IN MARYLAND:** The Maryland and District of Columbia Federation of Teachers held its first annual convention in Baltimore. The principal speaker was Major General Lewis B. Hershey, director of Selective Service. The President of the Maryland State Federation of Labor, Harry Cohen, and the chief of the Baltimore Federation of Labor, Thomas J. Healy, also spoke. An invitation was extended to all trade unionists to attend the convention.

**IN MICHIGAN:** A program planned by teachers and for teachers was presented at the Metropolitan Teachers Institute sponsored by the Michigan Federation of Teachers and Detroit area locals. Dr. Benjamin Fine, Education Editor of the *New York Times*, addressed the meeting on the subject of "A Critique on Modern Education." Dr. Fine recently made a survey of the nation's school systems and the *Times* was awarded the Pulitzer Prize for his subsequent articles.

At the opening session a panel discussion on "How We Can Educate for Better Labor Relations" was presented by educators and labor leaders including Brendan Sexton, Assistant Educational Director, *UAW*, and Frank X. Martel, president of the Detroit and Wayne County Federation of Labor.

**IN MINNESOTA:** The fifth state-wide educational conference of the Minnesota Federation of Teachers on the general theme of "Human Relations in Education" considered many problems of the child in a world which is groping for peace. Madame Andree Jouve, Paris consultant to UNESCO, discussed "UNESCO and Education for a Peaceful World," and Dr. Allison Davis of the University of Chicago talked at one session on "Cultural Influences upon Intelligence Tests

and the Curriculum," and at another on "Socio-Economic Barriers in the Classroom."

An address by John M. Eklund, AFT President, and a meeting of the executive board of the MFT held on the platform before the entire convention were other features of the program.

**IN MONTANA:** The fifth annual convention of the Montana Federation of Teachers was held in Butte on October 13 and 14. At the opening session there were addresses of welcome by the mayor of Butte, the Superintendent of the Butte Public Schools, the president of the Montana Federation of Labor, and an exchange teacher. The convention was opened officially by Kathleen McGuire, AFT vice-president and president of the Montana Federation of Teachers. "An Educational Program for Living in and for a Free World" was the theme of a panel discussion in which the participants were AFT President John Eklund, the Superintendent of Public Instruction, and representatives from Montana State College, the Montana Farmers' Union, the Butte Trades and Labor Council, the PTA, the Anaconda Public Schools, and the Butte Development Association. The chairman of the panel was James D. Gardner, of the Anaconda Teachers Union.

At the second session there were addresses by Anna Hedgeman, Assistant to Oscar Ewing, Federal Security Administrator, and by John Eklund. After the addresses committee meetings were held.

U. S. Senator James E. Murray was the chief speaker at the evening banquet.

The business session was held on the second day of the convention. A legislative program was adopted, and there was discussion of the recent decision of the Supreme Court of Montana on an important case involving tenure for Montana Teachers. The decision seems to establish continuous contract status for Montana teachers.

**IN NEW JERSEY:** The New Jersey Federation of Teachers met in Asbury Park for their thirteenth annual convention. One of the major problems for consideration was gaining legislation compelling boards of education to make it possible for teachers to attend annual meetings of their own organization without interference. Permission is always granted freely for teachers wishing to attend non-union affiliated meetings, but there is unexpressed pressure against Federation meetings.

The theme of the convention was "Midcentury: The Question Mark in Education." Among the principal speakers was John M. Eklund, AFT President. There also was a panel discussion of "What Labor Can Do for Professionals." The participants on the panel were members of AFL-affiliated unions and officers of AFT locals in New Jersey.

**IN WASHINGTON:** The executive Board of the Washington Federation of Teachers chose Everett as the city in which to hold their 1950 convention. One of the important steps the organization hopes to take is the employment of a full-time executive secretary organizer.

**IN WISCONSIN:** The convention held in Milwaukee on November 2 and 3 was the eighteenth in the history of the Wisconsin Federation of Teachers. On the first day, the program included an address by John M. Eklund, AFT President, and a group of workshops on the topic of relationships. "Supervisor-Teacher Relationships," "Teacher-Pupil-Principal Relationships," and "Teacher-Community Relationships" were discussed. An unusual feature of the next session was the presentation of both candidates for governor of the state in a statement of their policies on education.

The event of the second day of the convention was an address by Francis McPeck, Industrial Relations Consultant of the Council for Social Action of the Congregational Church, on the subject of "The Role of Teachers Unions in Democratic Education." The program was completed with workshop and committee reports.



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